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ABSTRACT

During 1972-73 the Diablo Valley Education Project, a joint program of the Center for War/Peace Studies and the Mt. Diablo Unified School District, designed and ran a materials evaluation program of 49 curriculum project materials, 8 simulation games, and 5 multimedia kits dealing with global perspective. The objective of the program was to use materials evaluation as a means to make local schools effective instruments in teaching about human dignity and global problems. The program was designed to use the existing school structure, involve the community, and set up a self-evaluation to test results. Materials for evaluation were chosen according to global perspective, organization of content, quality of supplementary materials, flexibility, format, reading level, and cost. District social studies teachers were responsible for testing the materials in the classroom and for completing a lesson log sheet, evaluation questionnaire, and oral evaluation. The results were a 35 percent increase in the use of global perspective materials, an increase in intraschool and interschool communication, and a handbook of materials evaluation. Appendixes include a sample teacher evaluation, log sheet, and list of materials tested. An edited handbook of the materials evaluation is available through the Center for War/Peace Studies and as ED 096 236. (DE)

CURRICULUM MATERIALS EVALUATION AS A PROCESS FOR CHANGING EDUCATION:

WORK OF THE DIABLO VALLEY EDUCATION PROJECT

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March, 1974

ED 099283

> "While the world is becoming a single great global community, it retains attitudes and habits more appropriate to a different technological age . . . Before long, humanity will face many grave difficulties that can only be solved on a global scale. Education, however, as it is presently conducted in this country, is not moving rapidly enough in the right direction to produce the knowledge about the outside world and the attitudes toward other peoples that may be essential for human survival within a generation or two." *

You will recognize this quote as but one of many which could have been chosen from among the forward thinkers of our age to highlight the critical world situation and the crucial role of education in solving our predicament.

So what else is new, you may ask. With the education system struggling in most communities with integration, aging faculties, inadequate financing and teacher militancy, you are right to be skeptical of education's ability to lead us to the new knowledge and attitudes "essential for human survival."

What follows is not an educational blue print for the world's survival. It is, however, a practical outline of what can be done (and has been done) by a project in one school district with modest resources and average leadership, to move in the direction Mr. Reischauer suggests.

This program grew out of concerns to make local schools more effective instruments for teaching the knowledge, attitudes and skills needed to maintain or enhance human dignity in a world which will have 6 billion people by the year 2000, has the war-making capacity right now to destroy civilization as we know it, presently keeps

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* Edwin Reischauer, Toward the 21st Century: Education for a Changing World. Alfred A. Knopf, New York. 1973. p. 3-4.

half its population at a subsistence (sometimes even starvation) level, creates a small minority of extremely wealthy and powerful people and rapidly pollutes or uses up the life-giving resources on which we all depend for our welfare.

GUIDING PRINCIPLES

The design and implementation of the program was based on a conscious philosophy of nonviolent change which rests on the following guiding principles:

1. Respect the dignity of individuals in the schools and in the community. In our approach to people, we assumed they probably shared our concerns; we showed respect for their responsibilities; if they showed resistance to change, we accepted their reasons at face value and tried to reduce the obstacles; and we treated all questions about our values and motivations as legitimate concerns deserving open and honest answers.

2. Plan for conflict and misunderstanding to arise. We assumed that with the global nature of our concern for conflict, our Quaker roots and our interest in process as well as content that people might be suspicious that we were using humanitarian concerns to advance totalitarian objectives, a ploy not uncommon among groups working for radical change. To meet this concern, we clarified policy objectives early with both community and school leadership and have continued to welcome criticism into the Project.

3. Reinforce the schools' own commitment to democracy, law and rationality. We announced this commitment publicly and then chose or developed materials which also demonstrated this commitment and requested community review of materials and practices to help ensure against error on our part.

4. Incorporate a global dimension into existing courses through comparative and cross-cultural studies and by the use of such concepts as interdependence, conflict, power, authority, identity, change and values. In doing this we permitted teachers to add a global perspective to their existing courses without developing entirely new programs.

5. Develop new channels of communication within and among school faculties and introduce new resources into these channels from outside the schools. Schools tend to isolate teachers from each other and from administrative services through classroom walls and departmental structures. We tried to improve existing communication channels while opening new ones within the school and to the outside.

6. Approach schools as complex organizations of many interdependent parts, each one of which must be involved if permanent change is to occur. We carefully sought the interest of administrators, teachers, students, and community leaders and have been careful to use existing structures in the schools rather than work to radically change structures.

7. Make explicit program plans, try to implement them, evaluate how well they are working, modify program and start the cycle over. This allowed us to explain at any time to teachers, administrators and community exactly what we were doing. It also reinforced people's dignity (see (1) above) as we were psychologically ready to listen to concerns and try to incorporate them.

SUMMARY RESULTS

Employing these principles, the Diablo Valley Education Project, a program of the Center for War/Peace Studies and the Mt. Diablo Unified School District designed and ran a materials evaluation program in 1972-73 which resulted in 64 social studies teachers (about 35% of the total social studies staff of the District) adopting for their own use one or more units of study having a global perspective; an estimated 8,000 students receiving instruction based on those units; a marked increase in intraschool and interschool communication among social studies teachers; a handbook evaluating the materials in the program available to every social studies department of the District; an edited version of the handbook available nationally through the Center for War/Peace Studies; a marked increase (above nonparticipants in the program) in use of the evaluated units; and widespread feeling among teachers that the Diablo Valley Education Project was a valuable resource for new globally oriented materials and leadership in social studies education.

The description of this materials evaluation program which follows is not that of a quantified and rigorously controlled laboratory experiment (though a sample of 38 social studies teachers [both participants and nonparticipants in the program] were interviewed in the fall of 1973 by an independent investigator to provide data on effects of the Project). This paper is partly an elaboration of how the principles stated earlier were used to implement the program, partly a prescription for others, partly a report on specific activities we actually undertook and partly some speculations on how such a program can help solve some of the many problems confronting

schools and the larger society. It differs most notably from many papers on change in that it reports on an ongoing and developing program for change in the global dimension of education rather than prescribing proposals for changes which have only been tried under very controlled conditions for a short period of time.

KEY PROGRAM ELEMENTS

Initiating any program in a school district requires preliminary attention to many factors and ours was no exception. We learned that before starting a Materials Evaluation Program, it is essential to have in mind a way of dealing with at least these key program elements:

. A clear understanding of the teachers' needs.

You may design a program that's heavy on materials and light on workshops, only to discover that what the teachers need more than materials is a chance to meet and discuss their curriculum problems. To avoid that kind of pitfall, find out your "audience's" needs first, by sending out questionnaires to social studies departments, visiting district department chairmen meetings, or designing workshop activities to encourage an uninhibited exploration of problems. Whatever problems or needs are identified should be taken seriously even though exploration may eliminate some of those problems casually suggested in favor of other more serious ones.

. A sound purpose and strategy.

Once needs are known, rank them by priority and match them against your project resources and purpose. For example, the teachers may express a need for (1) better departmental cooperation, (2) materials on other cultures and (3) a program for dealing with student discipline problems. If you have a tiny staff whose expertise lies in the area of (2) and not (3), obviously (3) should be left out of your program or given less attention. You can probably help bring about (1) departmental cooperation, by means of a program concentrating on testing (2) materials on other cultures. There's a real danger in tackling too many needs at once.

. Program scope.

Materials evaluation can be run on a very small scale: testing items already on hand in a department, working with just one or two teachers in the same school; on a department or school-wide basis testing 10 or 15 items per year; on a district-wide basis testing 70 - 80 items on a range of concepts, involving teachers in every secondary or elementary school in a school district, or on an even larger

basis involving several schools or districts throughout a region or state, using workshops sponsored by local professional organizations such as Councils for the Social Studies. Any of these levels can be handled with adequate staff and organization.

. Using the existing structure.

By treating department chairmen, principals, school board members, superintendents and consultants as positive forces for change, you may find them responding as such. Their regular meetings can provide good forums for you, and their leadership roles can be utilized. In particular, the department chairmen and social studies consultant can act as essential links between teachers and project, holding their own meetings to move the program forward, organizing teaching teams, circulating materials and seeing that materials recommended by the teachers get purchased.

. Involving the community.

Community support is important because it gives the administration evidence that the community approves of the program. Then if there is any opposition, administrators have community leaders to call on for support if necessary. You can mount a small effort -- for instance, recruitment of a community board whom you consult from time to time and keep informed of activities by mail -- or a large effort involving weekly or monthly committee meetings, or active participation in classroom testing of materials alongside teachers and attendance at inservice workshops. Entire responsibility for the program could even rest in a community group with established staff and financial resources.

. Project secretarial and administrative staff.

Help here is essential to handle the flow of written and telephone communication, to process orders of materials and keep watch on their circulation, and to assist with workshops. Access to standard office equipment is mandatory.

. Inducements for teachers.

Released time from classes, academic credit, donated or loaned class sets of materials, interesting workshops, increased professional and social communication with peers -- these are among the inducements that may help attract teachers to your program.

. Good relations with school administrators and some teachers.

Any outside agency sponsoring a school program is going to be viewed with suspicion by the schools unless some groundwork is laid. Before advertising your program, find out who the key administrators and teachers are and acquaint them with your plan by means of meetings, correspondence and/or social get-togethers. Take these opportunities to listen carefully to their ideas and concerns. Pay special attention to the superintendent. His agreement is essential to any long range program which the public may learn of. When possible, provide informal situations such as workshops for key administrators and teachers to talk face to face, so that all of you share the same understandings about where you are headed.

. Preliminary work on materials.

Project staff need to search out good materials, collect and store them, and make preliminary judgments about them based on project criteria before presenting them to teachers for classroom testing. If your main criterion is that the materials reflect a 'global' outlook, for example, you must weed out a lot of materials that are excellent in other respects. A novice should allow plenty of time for this task, for it can be a long process involving searching through catalogs and announcements of publishers and curriculum projects, and finding out what teachers are saying about materials in use. Items must be ordered for preview or purchase, bills paid, and a system devised for recording evaluations and cataloging materials in a library. Publishers' local representatives can be helpful in providing free samples, examination copies, and even free class sets of materials. (For a head start on a tough task, write the Center for War/Peace Studies, 218 East 18th Street, New York, N. Y. 10003 for their current list of Curriculum Materials on Conflict, Change, and Interdependence.)

. Active leadership by program staff.

The staff should include some 'link' between project and district (or school, county, etc.) such as a teacher on special assignment, working full or part time and paid either by an outside project or jointly by a school district or professional organization and a project. A district or county consultant, curriculum assistant, or special group of community volunteers could probably by used in the same fashion.

. A self-evaluation program.

A serious ongoing attempt should be made to assess whether or not your program is meeting the needs of those participating as well as those affected on the periphery. This can be handled by an outside agency, such as the Educational Testing Service or

a university, by your own office, or a combination of the two, and should include responses by students, teachers, administrators and community members. Listen well and modify the program to meet changing needs.

These elements could probably be generalized to any program for change (they do parallel some points made by James Becker, Director, Diffusion Project, Social Studies Development Center, Indiana University *). The reason materials were selected as a focus in this effort is because they are very tangible. Selected properly they contain ideas which reinforce program objectives. Evaluation by teachers requires teachers to follow up on concerns generated in workshops. Evaluation adds dignity to the teacher's role: "Our opinions are valuable." Selecting new materials is a real and constant problem to the school. Materials can be reviewed by community members (and rejected or accepted) -- they make the change effort defensible. With individual materials evaluated, a base is provided on which to build a replicable course of study.

SOME SPECIFIC STEPS

Once these key program elements have been considered, the difficult work of implementation can begin. Here is the way we proceeded, step by step, during the period from summer, 1972 to the fall of 1973.

PLANNING

On the basis of our previous work in which we had established good rapport with the administration, some support in the community and some confidence with a wide group of teachers, we had an approximate idea of what the teachers' needs were.

We wrote a program proposal to serve some of those needs: (1) for improved social studies materials; (2) for a more coordinated structure for evaluating materials; (3) for experience as evaluators; (4) for better departmental and district-wide cooperation and communication and (5) for a better feeling about themselves as teachers. The plan met our need for a tangible and vigorous program

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* Becker, James, "Organizing for Change. The Individual in the System", Social Education, March, 1973. P. 193. "Positive change can be introduced to the schools, providing those seeking innovation are: 1) sensitive to the ordinary and routine patterns of organizational behavior; 2) clear about the conditions they wish to create; 3) willing and able to work cooperatively with their colleagues; 4) adventuresome enough to take some risks; and 5) patient enough to deal with the frustrations and setbacks."

in which many teachers had to try something new in their classrooms. It promised evaluation of materials we had recommended only hesitantly before, and it was manageable by our staff without additional training or outside consultants.

CHOOSING THE MATERIALS

We had been collecting materials for some time and had accumulated evaluations of each item according to the following criteria:

- Does it develop one of the basic concepts of conflict, interdependence, self-identity, change, power, authority, institutions or values and provide a global perspective?
- Is it organized so that the highlighted concept really comes across?
- Do a good teacher's guide and supplementary materials accompany it?
- Is it flexible enough to be plugged into a variety of social studies courses?
- Does it have an appealing format and suitable reading level?
- Is its price right?

Few materials met all the criteria, but all those accepted met at least some. Staff evaluations were recorded on annotation cards and filed in our library with sample copies of the materials.

LAYING THE GROUNDWORK

We obtained District administrative approval after meetings between our staff, the District social studies consultant (who played an important role as a link between District and Project), the assistant superintendent, selected principals, and department chairmen. At a teacher 'retreat' meeting just before school opened, we heard teachers' reactions. In September, final approval was given by administrators and department chairmen. The latter acted as a conduit between teachers and our staff, and they designed the evaluation questionnaire later used by teachers in the evaluation process. (See sample Teacher Evaluation in the Appendix.)

WORKSHOP 'RETREATS'

We chose to introduce the program to social studies teachers at four schools through the medium of workshops in a retreat setting. This provided the chance to

get away from the school setting (Thursday night and Friday), an opportunity to get to know each other and each others' teaching problems, and a way to introduce one social studies department to another. Providing this professional interaction was crucial to the acceptance of the materials evaluation program. Involvement of whole departments along with the principal resulted in a far wider adoption of new materials than happened in other schools where teachers participated on an individual basis.

The schedule of each workshop included both work and play: the 25-30 participants played a simulation illustrating conflict (Starpower*), saw a slide show we developed about the global nature of society's problems, discussed school problems relating to 'conflict', pooled their problems as social studies teachers in a master list (See 'Pooled Problems List' in Appendix for description of this process), reacted to the proposal for a Materials Evaluation Program, examined materials, and chose 'teams' to test and evaluate materials. A major incentive for school participation in the program was the fact that we were able to reward the two pairs of 'site concentration' schools which would be involved maximally with one class set of materials in return for each item evaluated. The workshop retreats were crucial too, as we learned from written workshop evaluations. One teacher commented:

"I like the idea of the Project as a facilitator for communication among teachers, publishers, and others concerned with improving classroom instruction."

To recruit volunteers from other 'non-site' schools, we held two separate one-day inservice workshops, one first semester and one second. Together the 'site school' retreats and the 'non-site' workshops provided a dramatic beginning to a complex program and had the effect of stimulating interest in the program on the part of some schools not involved in the retreats.

FOLLOWING UP

We now had to provide enough class sets of whatever the teachers chose to evaluate from among our offerings, staying within our budget. We allowed about six weeks to procure materials, which proved barely adequate. Help was provided by publishers; by contacting local representatives and explaining our program, we were able to acquire $1,700 in free class sets. A frequent arrangement with

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* Developed by Simile II, P. O. Box 1023, La Jolla, California

publishers was, "We'll buy two if you'll provide one free." At our follow-up meetings, we pinned down who was teaching which materials at what time. Departmental cooperation set in motion at the initial workshops was deepened somewhat by such meetings, and they provided another chance to look at materials together. Moving materials from school to school proved difficult in spite of such meetings and required constant attention by the teacher associate and staff.

THE TEACHER ASSOCIATE

The leadership role of the teacher associate was vital to the success of our program. On special assignment for a year and a half, he worked full time out of the Project office. The first semester was paid for by the Project, the next year entirely by the District. The teachers felt that he was 'one of them' --a person who could settle their fears that the Project was made up of 'experts' or 'subversives'. His role in conducting workshops and inservice meetings and contributing to regular District department chairmen meetings was helpful in maintaining a close relationship between Project and school personnel.

WHAT THE TEACHERS DID

The teachers were responsible for testing materials in the classroom, filling out an informal lesson log sheet and evaluation questionnaire, and further giving us their reactions to materials orally. (See Appendix for sample Teacher Evaluation and Log Sheet.) Many, but not all, chose to work in teams of two or more teachers, usually from their own school--a principle we tried to encourage. Teachers attended 'preservice' days or half-days on a released time basis to prepare for testing the materials. Here the teacher associate and director briefed them and suggested supplementary materials which were available from our library or the District or County media centers. Teacher needs at these sessions varied from the desire to discuss semester-long sequencing of units to detailed training in the use of a simulation. During the testing, we made occasional visits to classrooms--when invited. Once finished, the teachers either took another inservice day (paid by us) for 'debriefing' with us, or simply completed the evaluation on their own time. As there was no limit on the number of items a participant could test, we began to see some teachers quite often. Predictably, these teachers have become change agents in their own schools and even throughout the District.

THE HANDBOOK

Our staff pooled the teacher evaluations and staff summaries of teachers' comments into a Materials Evaluation Handbook indexed by concept, topic and course placement. It was distributed in the fall of 1973 to all secondary social studies departments in the District. (See Appendix for a sample of Staff Summary Evaluation and Teacher Evaluation.) The Handbook was also placed, along with samples of all materials tested, in the District professional library for the benefit of all District teachers. Evaluations from this year's program will be added to this Handbook. Eventually this file might be expanded to include a bank of lesson plans of innovative lessons from units. An edited version of the Handbook is available from the Center for War/Peace Studies.

TAKING ANOTHER LOOK

By second semester we had taken another look at our resources and decided to offer more materials for evaluation. This 'second round' was advertised to Mt. Diablo teachers in a workshop in February, and by mail to teachers outside the District. The latter method produced only two participants, but it had some public relations value. The workshop precipitated another round of some thirty sign-ups and materials orders.

INVOLVING A LARGER COMMUNITY

We kept administrators informed of our activities through personal visits, phone calls and a monthly Calendar of Activities which showed who was teaching what materials, so that they could observe in class if they wished. Community members and students served on a forty-member Community Advisory Board which met twice during the year, and its eleven-member Executive Committee, which met monthly. Our Board's role was advisory and consultative. A large group as active as ours was probably not necessary. Ours took considerable time and evergy to recruit and keep going. The point was to have some community sanction for our program so we were not solely dependent on the administrative support. To keep our Advisory Board in touch with what we were doing, we sent them the Calendar of ACtivities regularly, invited them to visit classes, and held a conference (open to the whole community) to give a flavor of the program. At it, 150 participants played games, took part in lessons, examined student projects and viewed some

of our media. They enjoyed it, as one participant's comment shows:

"I believe that working with the community in this way is perhaps the most productive means of improving the educational system. We surely must continue to educate for non-violent conflict resolution and positive change."

EVALUATION

A significant effort was made to determine the effects of this program. With the help of a consultant from the Educational Testing Service we explored several issues we felt were involved in the program, the results of which are summarized here.* Data was collected through mailed questionnaires to all secondary social studies teachers and through 37 interviews of 22 participants and 15 non-participants in the program.

With regard to participation in this program, we found that as many as 25% of the target group may not have known of the program or felt it somehow was not open to them. Non-participants reported such reasons as:

- Writing evaluations too time consuming.
- No interest in the materials offered.
- Too much class time required.
- There was general resistance in my school to non-traditional methods of teaching.

This contrasted with responses of participants, 95% of whom indicated that the program met some of their needs as social studies teachers. They felt they got assistance with curriculum, improved interaction with colleagues, exposure to new materials, increased pupil stimulation, and better teaching techniques.

With regard to the emphasis given to the concepts of conflict, change, interdependence, authority, power, and values, there seemed to be an increasing trend (especially among intermediate teachers) to emphasize them. This was slightly more true for participants than non-participants, but our efforts to measure this were somewhat questionable.

It was planned that the program should increase teacher interaction, and from our evaluation this was borne out. We asked both participants and non-participants in the materials testing program to indicate the frequency of interaction on a five-point scale for the years 1970-71 through 1973-74. Almost all teachers reported an upward shift in interaction. Participants almost universally attributed the upward shift to the efforts of Diablo Valley Education Project. Non-participants attributed the shift to such things as common prep periods, changes

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* . Corder, Reginald, "Findings from the Evaluated Materials Study: Diablo Valley Education Project, for the Project Director, March 1974.

in personalities in departments, team teaching, and central materials workrooms within their school.

Of most interest was the knowledge and use of materials judged by DVEP staff to emphasize our key concepts. Here we seemed to have a profound impact. For example, the sample of 22 participants collectively showed 467 instances of materials recognition from lists supplied them (an average of 21 per person) whereas the 15 non-participants recognized only 196 (or an average of 13 per person). These same 22 participants averaged four times as much actual use of the listed materials as did the non-participants when compared on an average basis.

DVEP was also a predominant source of these materials for the teachers using them. Teachers getting their schools to purchase the materials ranked as the second source, and "already available at the school" ranked third among participants. Non-participants relied almost wholly on their already available materials at the school site.

It is also significant to point out that as a source of information among participants (How did you first learn about the materials?) the Project was cited more than twice as often as all other sources of information combined. Other significant sources of information about materials included social studies conventions, colleagues, the district consultant, and the school itself.

The Handbook of Evaluated Materials itself has not proved as yet to be a very useful resource to local teachers. However, it had only been in the schools approximately three months at the time data about it was being collected. About three-fourths of participants seem to know of the Handbook, and only one-fourth of non-participants. Of 15 interviewees who said they had consulted it at all, only four (participants) took any action. This ranged from examination of materials to planning a year's curriculum and obtaining the materials from DVEP.

Our overall feeling about the evaluation was that it was well worthwhile and that it demonstrated that the program had definite benefits will worth the effort. At the same time it revealed weaknesses in communication about the program which are being corrected for the future. It also showed that materials had not been adapted nearly as widely as we had hoped even though significant adoption had taken place.

THE BENEFITS

To those unfamiliar with how difficult it is to disseminate new materials or techniques in schools, this program may seem of little consequence. As an isolated example it may be; but the potential for change, if this type of program were promoted on the scale of some previous educational innovations, is enormous.

During the 1960s the federal government funded over forty curriculum projects in social studies costing millions of dollars. Recently John Guenther and Wayne Dumas conducted an investigation to see how widely the resulting materials from these social studies projects were known in Missouri and Kansas. They concluded that "only materials produced by the 'Harvard Social Studies Project' [Oliver], Basic Concepts in History and Social Studies [Rozwenc], and High School Curriculum for Able Students [Feston] are familiar to or used by significant numbers [actual usage was only 21%, 15% and 16% respectively] of teachers in Kansas and Missouri.* If the goal of those projects of the '60s was adoption of the resulting materials, clearly the goal was not achieved. Perhaps if our 20,000 school districts could now receive $20,000 each for a modest materials evaluation program, more dissemination could result from a comparable expenditure.

If one looks at the problem from the point of view of the teacher faced with selecting materials for his social studies course (or the curriculum director in more centralized systems) again one is led to the need for locally available evaluative information. So often materials decisions are made without adequate knowledge of alternative materials, without the time or knowledge necessary to even find out what exists, and nearly always without the benefit of any local experience with the materials. Providing a more rational basis on which to make decisions is crucial to the improvement of education according to Michael Scriven, who at a recent National Seminar on the Diffusion of New Instructional Materials and Practices called for improving diffusion through devoting half the curriculum in every teacher training institution to "... developing the critical skills and the knowledge of the basic resources ... in the educational area" and "... approximately half of federal support funds in education would be focused on the improvement of products and on consumer capacity to select them rationally."**

Good new curriculum will only stay in a school (or classroom) so long as it is enthusiastically endorsed by the teacher using it. If it is imposed on the teacher from outside, he will doubtless pervert it to his earlier, more familiar style anyway. By offering teachers a range of good materials through an evaluation program, they are encouraged to find that particular item that suits their needs. By participating in team evaluation, they get new insights from their colleagues and may adopt fresh teaching techniques because they apparently work better than their own.

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* John Guenther and Wayne Dumas, "Teacher Familiarity with and Use of Project Social Studies Materials in the Midwest." Educational Leadership, April 1973, pp. 641-643.
** Quote taken from "Perspectives on Diffusion: Descriptive and Prescriptive," Social Science Education Consortium Newsletter, November 1973, p. 4. Emphasis added.

There is payoff in this program for administrators concerned with public reaction to innovators. By insisting on purchasing from 'evaluated and piloted' materials, there is a check against those which may not meet community standards. There is also time to 'educate' a group of parents to the need for certain new materials too.

All of these positive benefits from a materials evaluation program are consistent with and flow from the basic principles of nonviolent change advanced at the outset of this paper. Enhancing human dignity, accepting conflicts as natural, treating schools as complex and interdependent organizations, increasing rationality and democratic practice, facing the global nature of society today and improving communication channels in the schools are goals embodied in the program itself as well as in the choice of materials for evaluation and adoption. Thus 'the medium is the message' and as such reinforces the learning achieved through actual materials evaluation because of the process used to promote it.

APPENDIX

Pooled Problems List and Description

Teacher Evaluation

Log Sheet

Staff Summary Evaluation

List of Materials Tested

POOLED PROBLEMS LIST

PROBLEMS OF SOCIAL STUDIES EDUCATION AT MY SCHOOL

I. Communication problems and the classroom teacher
   A. The teacher is an isolated person. The gulf between teachers and others can be measured several ways, such as:
      1. Teacher from other teachers
      2. Teacher from students
      3. Teacher from administrators
   B. Teachers have not met to establish common goals either in the individual school setting or in larger district settings.

II. The school as an insititution creates problems.
   A. The existence of the 50-minute cube mind sets limits and retards the learning process.
   B. The whole concept of school needs to be opened by:
      1. Making it more humane
      2. Lowering student-teacher ratios
      3. Moving students out of the classrooms for part of their learning experience
   C. Schools do not model with their students what they preach to them; democratic rule making
   D. Teachers and administrators tolerate as groups the few teachers who are incompetent and detrimental to kids.

III. Inadequate materials and resources
   A. Most content material for students is unrelated to the developmental tasks facing the young person.
   B. Most material in the social studies does not help the student to develop a world view or to deal with significant conceptual problems such as conflict.
   C. No money!

IV. Student problems
   A. Students, as a group, have not developed a sense of empathy for the mass of humanity.
   B. Students live in a very insulated community, the Diablo Valley.
   C. Students have developed a negative feeling about their social studies program, seeing it as boring and unimportant.

SEE REVERSE SIDE FOR DESCRIPTION OF THE PROCESS USED TO OBTAIN THE 'POOLED PROBLEMS LIST.'

(over)

DESCRIPTION OF THE PROCESS

1. List on paper the problems of social studies education at your school. (Do individually.)

2. In groups of three, discuss each of your lists and make a composite list.

3. Combine into groups of six (or nine) and discuss each of the problems. Make a composite list of the, say, six problems for each group.

4. Now the entire group discusses the lists of six problems each that the groups of six (or nine) have produced, and compiles a master "Pooled Problems List" that shows the general problems agreed upon by most people.

(5.) As an outgrowth of this process, teacher teams or social studies departments could meet again to discuss their particular problems. For more ideas on group problem solving, see:

TOWARD THE HUMAN ELEMENT: BEGINNING HANDBOOK FOR CHANGE, by Gerald Prince et al. Jefferson County Schools, Golden, Colorado. 1972.

VISUALIZING CHANGE: MODEL BUILDING AND THE CHANGE PROCESS, by Gordon L. Lippitt. NTL-Learning Resources Corporation, 2817-N Dorr Avenue, Fairfax, Virginia 22116. 1973.

materials published by the Social Studies Diffusion Project, Indiana University, Bloomington, Indiana.

NOTE: This exercise can be used preliminary to introducing the Materials Evaluation Program, which hopefully will solve some of the problems raised.

DVEP/MDUSD MATERIALS TESTING PROGRAM

TEACHERS' EVALUATION

I. Basic description and testing circumstances

A. *Testing teachers and dates:*
Helen Hansen, Pacifica High, 9th grade remedial reading, 60 students, five weeks, February - March 1973.
John Millar, Pacifica High, 9th grade, one class, two months, February - March 1973.
Al Paltin, Pine Hollow Intermediate, 8th grade, one class, two months, December 1972 - January 1973.
Nancy Parsley, Oak Grove Intermediate, 7th grade, 150 students, two months, May - June 1973.
Ron Redding, Loma Vista Intermediate, 8th grade, 114-140 students in five classes, two months, October - November 1972.
Ron Remington, Pacifica High, 9th - 10th grades, one class, two months, February - March 1973.
Peter Roberts, Foothill Intermediate, 7th - 8th grades, one class, two months, March - April 1973.

B. *Portion taught:* All _____ Parts _____
The evaluating teachers varied.

C. *Focusing concept:* Understanding human needs, feelings, frustrations and ways to direct behavior away from negative aggressive action toward positive, constructive action.

D. *Subconcepts:*
Aggressive behavior is a universal phenomenon. Frustrations are also universal; they often lead to a negative display of aggressive behavior. Many ways in which people act to reduce frustrations are means of hiding a problem. Some solutions to frustrating situations bring some immediate relief but have negative long-range effects. There is always a variety of ways to deal with frustration. (H.H.)

II. Preparation

A. *Time required, suggestions:*
Inservice preparation plus one hour per day. Much time spent finding supplementary readings and materials.

B. *Supplementary materials needed:*
Classroom sets: Coping, Who Am I?, Encounters, Guiding Our Development, Maturity: Growing up Strong
Filmstrips: Let's Talk About Flying off the Handle
Films: Mr. Finley's Feelings, Eye of the Beholder
Game: Generation Gap, available at DVEP

III. Motivation

A. "A Problem for NASA" simulation is a must.
B. Role-playing exercises were very successful. Students enjoyed solving problems in this way.
C. Working in groups and holding class discussion were more successful than individual exercises.

TEACHERS' EVALUATION

D. "There was a great deal of interest in the songs that were presented for interpretation and discussion. The discovery of one's own self and feelings served as the number one 'grabber' throughout the units and kept the learner interested." (R.R.)

E. "I found that using the short stories as a means of introducing the basic concepts rather than as a follow-up was extremely valuable for students who get easily bored with theoretical discussions." (H.H.)

IV. Abilities required
A. *Reading level:* grades 7 - 9
B. *Skills*

Use of	None	Moderate	Heavy
role playing			X
charts			X
readings			X
graphs	X		
tables	X		
maps	X		
inquiry			X
simulation		X	
class and small group discussion			X
inductive process			X

V. Goals and objectives
That students would learn:
. different aggressive behaviors that people use to work out problems
. about human needs and ways people satisfy them
. about casual approach and surface approach
. different ways for dealing with their own frustrations (N.P.)
That students would:
. understand himself
. understand his friends and be a good friend (N.P.)
. achieve a measure of self respect and be recognized as a significant person by himself (R.R.)
. gain in basic skills of communication

VI. Evaluation of student performance

Types	Unit Provided	Teacher Developed
pre and post tests	X	
quiz		X
discussion		X
questionnaire		X
extra credit projects		X

VII. Teacher recommendations

A. The evaluating teachers agree that the materials held student interest, provided adequate teacher guidance and developed concepts very clearly.

B. "This material ... requires complete and active participation on the part of the teacher. Major concepts should be reinforced constantly. I found that I spent a bit too much time on projects and busy work (the student workbook is full of it) and left not enough time for the last part of the unit." (H.H.)

C. "Get as much supplementary material lined up as possible." (N.P.)

LOG SHEET

Teacher's Name

Unit Title

Unit Teaching Dates

Class Activity (i.e., lecture, reading, game,, etc.)

Description of What Happened

Diablo Valley Education Project
Materials Testing Program

DVEP/MDUSD MATERIALS TESTING PROGRAM

STAFF REPORT

Key Concept	Conflict, identify, power and authority
Author	Cooperative effort of Lakewood City Public Schools System, Educational Research Council of America, and Ohio State Department of Education
Publisher	Educational Research Council of America
Availability	Educational Research Council of America Rockefeller Building Cleveland, Ohio 44113 216-696-8222
Cost	Student book $.85, Teacher's guide $2.55
Teaching Time	Four weeks to a year Five units in book: I A profile of Behavior and Aggression II Youth in Confrontation III Vandalism IV Protest V Why Violence
Level	7th grade +?
Activities	Readings, simulation, role-playing, class discussion, films, puzzles, exercises, problem solving
Testing Teachers	Helen Hansen, John Millar, Ron Remington, Pacifica High School, 9th grade Al Paltin, Pine Hollow Intermediate School, 8th grade Nancy Parsley, Oak Grove Intermediate, 7th grade Ron Redding, Loma Vista Intermediate School, 8th grade Peter Roberts, Foothill Intermediate School, 7th grade
Comments	Teachers saw this unit as excellent material for teaching the variety of aggressive behaviors man is capable of, their relationship with meeting human needs and some alternative behaviors which people can use in solving frustrating situations. There was some initial negative reaction from parents because they thought their students were in a history class bringing home psychology and sociology problems, but this criticism was answered and the students greatly enjoyed the unit. There will eventually be a problem as to where this book should be introduced, as all five sections of it cannot be taught during the same year. Sections I and II might be taught in 7th grade, III and IV in 8th grade, and V in [illegible]th grade if it could be articulated.

STAFF REPORT

The style of the unit is such that it needs to be broken up at certain points and other kinds of activities done.

Supplemental materials required are a problem because they are not readily available. Neither are some of the audio-visual required.

Recommendations

Recommended unit, Parts I and II, 7th grade
This excellent book on aggression requires that the first section be done first and could probably be done at 7th, 8th or 9th grade. Thought needs to be given as to the sequencing and grade level placement if this is to be adopted throughout the district.

Robert E. Freeman
Staff, Materials Testing Program

June 1973
Date

 LIST OF MATERIALS TESTED

Note: Ordering information and teacher comments on the following materials are available from the Center for War/Peace Studies in New York. The comments are grouped by the primary concept illustrated in the material--Conflict, Change, Identity, Interdependence, Power & Authority, and Values--into separate Guides. A single Concept Guide can be ordered free; additional Guides are 25¢ each.

TITLE	SERIES	PUBLISHER
Units:		
American Political Behavior, Book 2		Ginn and Company
Choices		Prentice-Hall
Conflict, Politics & Freedom		Ginn and Company
Conflict Spiral, The		Center for War/Peace Studies
Constructing a Life Philosophy	Opposing Viewpoints	Greenhaven Press
Crimes and Justice	Justice in Urban America	Houghton-Mifflin
Data on the Human Crisis		New York State Dept. of Education
Dealing with Aggressive Behavior		Educational Research Council of America
Division, Unity and Expansion	Episodes in American History	Ginn and Company
East Pakistan: In the Wake of the Cyclone	Oxfam: Case Studies of Developing Nations	Houghton-Mifflin
Ecology Controversy	Opposing Viewpoints	Greenhaven Press
Ecuador: Learning by Radio	Oxfam: Case Studies of Developing Nations	Houghton-Mifflin
Emergence of the American	From Subject to Citizen	Denoyer-Geppert
Environmental Issues Conflict Unit		Center for War/Peace Studies
Four World Views	Concepts and Inquiry	Allyn and Bacon
From Revolution to Reform	Episodes in American History	Ginn and Company
Images of People	Episodes in Social Inquiry	Allyn and Bacon

(over)

TITLE	SERIES	PUBLISHER
Units, cont.		
India	People of the World	Scott Foresman
India, Pakistan, Bangladesh	Issues in U. S. Foreign Policy	U. S. Dept. of State
Inquiry Experiences in American History		Ginn and Company
Interaction of Cultures	Concepts and Inquiry	Allyn and Bacon
Kenya	People of the World	Scott Foresman
Korea: The Aftermath of War	Oxfam: Case Studies of Developing Nations	Houghton-Mifflin
Law: You, the Police and Justice	Contact	Scholastic Book Services
Liberals and Conservatives	Opposing Viewpoints	Greenhaven Press
Life Cycle		Anthropology Curriculum Project
Loyalties: Whose Side Are You On?	Contact	Scholastic Book Services
Making of the American Revolution	From Subject to Citizen	Denoyer-Geppert
Making Value Judgments		E. Charles Merrill Company
Man: A Course of Study		Curriculum Development Associates
Man in Culture	Concepts and Values	Harcourt Brace Jovanovich
Man in His Environment	Concepts and Values	Harcourt Brace Jovanovich
Man's Attitudes	Concepts and Values	Harcourt Brace Jovanovich
Man's Economic World	Concepts and Values	Harcourt Brace Jovanovich
Military Obligation and the Individual		Center for War/Peace Studies
Mix	New World Issues	Harcourt Brace Jovanovich
Multinational Corporations		Center for War/Peace Studies
Nations in Action	Concepts and Inquiry	Allyn and Bacon

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TITLE	SERIES	PUBLISHER
Units, cont.		
Nigeria: A Boy and Leprosy	Oxfam: Case Studies of Developing Nations	Houghton-Mifflin
People and Places, Books 2 and 3	Case Studies in World Geography	Rand McNally
People's Republic of China	Issues in U. S. Foreign Policy	U. S. Dept. of State
Simulating Social Conflict	Episodes in Social Inquiry	Allyn and Bacon
Small Group Processes	Episodes in Social Inquiry	Allyn and Bacon
Social Change: The Case of Rural China	Episodes in Social Inquiry	Allyn and Bacon
Taking a Stand	Public Issues	American Education Publications
Tibet: Refugees from the Roof of the World	Oxfam: Case Studies of Developing Nations	Houghton-Mifflin
Voices for Justice		Ginn and Company
We the People	From Subject to Citizen	Denoyer-Geppert
Youth and the Law	Justice in Urban America	Houghton-Mifflin
Simulation Games		
Cooperation Squares		Not available commercially
CultureContact		ABT Associates
Game of Ethics		unknown
Ghetto		Academic Games Associates
Marketplace		Security Pacific National Bank
Railroad Game		American Education Publications
Road Game		Herder and Herder (out of print)

(over)

TITLE	SERIES	PUBLISHER
Games, cont.		
Starpower (Powderhorn)		Simile II
Media: Filmstrip kits		
Age of Megaton, The		Doubleday and Company
Earth Island		Simon and Schuster, Inc.
Hiroshima Decision		Zenger Productions
Man: A Cross-Cultural Approach		Educational Resources, Inc.
Values in Action		Holt Rinehart and Winston